



**Daffodil**  
*International*  
**University**

**Project report on**

**“The Current Scenario of English Language Teaching in the Rural  
Areas of Bangladesh”**

**Course code: ENG 334**

**Course title: Project paper**

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## **Declaration**

I, Araf A Khoda hereby declare that this project report entitled “The Current Scenario of English Language Teaching in Rural Area of Bangladesh” submitted to the Department of English at Daffodil International University, is an original work carried out by me under the supervision of Dr. Ehatasham Ul Hoque Eiten, Assistant professor of Department of English. Additionally, I can confirm that this project paper is never been submitted or published for any kind of certificate or any other University.



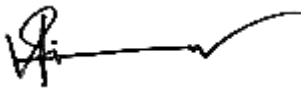
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## Letter of Approval

I am pleased to inform that the project report on “The Current Scenario of English Language Teaching in Rural Areas of Bangladesh” completed by Araf A Khoda, ID: 183-10-1866, Department of English has been approved for presentation and viva. He has completed his work under my supervision during the semester.

I am glad to clarify that this is a bona fide work of Araf A Khoda. I recommend his work for further academic commendations.



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Dr. Ehatasham Ul Hoque Eiten .  
Assistant professor  
Department of English  
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## **Acknowledgment**

First of all, I appreciate Allah, the Almighty, for providing me with the strength to complete the project paper. Despite that, I could not have come this far without the assistance of so many others. Firstly, I would like to express my gratitude to my supervisor Dr. Ehatasham Ul Hoque Eiten, for providing me with the necessary information and also sharing his brilliant ideas for working on my project paper. His encouragement boosted my confidence level. I am also grateful to the Headmistress (Aleya Ferdous) and the English teachers (Tamanna Akter & Muhammad Ali) of Betal Bohumukhi High School where I observed and took classes. They gave me the opportunity to have actual experience in the profession of teaching. And finally, I would like to thank the students of the high school for being supportive and patient with me in the class.

## **Abstract**

English is one of the most widely spoken languages in the world. Even though both Mandarin Chinese and Spanish have more native speakers than English, English is the world's lingua franca (despite the fact that it is not a particularly easy language to learn). Research shows that there are around 86 countries with English as the official language or second language. It is spoken by nearly 2 billion people across the globe, and the figure is rapidly increasing. Countries like Bangladesh and other Indian subcontinent countries made English language learning mandatory, where students learn English from an early age. The main purpose of this project is to observe and analyze the current state of English language teaching in Rural Areas of Bangladesh. This project also investigates the teaching techniques, styles, and materials utilized in high schools. Based on the collected data from classroom observations of English classes of the high school, this project report has discovered a lot of information and identified some key issues with the current teaching approach. A few recommendations are provided for the development of the current teaching approach.

Keywords: aim, experience, observation, conduct, method, approach, rural

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## **Chapter 1: Introduction**

There is no doubt that English is one of the most widely spoken languages in the world. It is also an important language for Bangladesh for many reasons. English is the official language of many international organizations, such as the United Nations, the Commonwealth, and the World Bank, that Bangladesh is a member of or has relations with. English is also the language of science, technology, business, and trade, which are essential for Bangladesh's development and global integration. Moreover, English is a medium of communication and cultural exchange with other countries, especially with neighboring India, which has a large and influential English-speaking population. English is still considered a foreign language in our country. The national curriculum of Bangladesh made English a compulsory subject. Students of our country spend ten to twelve years of their academic life learning English, but still, they face difficulties in mastering the English language. According to my observation, teachers in our country still use GTM (Grammar Translation Method) for teaching the English language to their students. Yes, not everyone uses the same teaching technique some qualified teachers attempt to make a difference by employing different teaching styles. In the project paper, various classes have been observed to determine "The present state of English language teaching in a Bangladeshi school."

## **Chapter 2: objectives**

A good project objective establishes the scope, depth, and direction that a project paper will ultimately take. The main goal of this project paper is to look into the current situation of English language teaching in our educational institutes. Some key objectives are given below:

1. To identify the current state of English language teaching in rural Areas.
2. To evaluate the effectiveness of current teaching methods in English language teaching.
3. To find out the precise method employed in the teaching of the English language.
4. To examine the relationship between teacher training and student performance in English language learning
5. To investigate the use of technology in English language teaching
6. To recommend some ways to improve the quality of English language teaching



## **Chapter 3: Methodology**

The methodology is the systematic and logical approach that a researcher follows to answer a research question or solve a problem in a project paper. It includes the methods, techniques, tools, and data sources that the researcher uses to collect and analyze data. A brief idea of my process or methodology is given below

### **3.1 Selecting an Institute**

For this project paper, I chose Betal Bohumukhi High School. The reason for selecting this school is because it is situated in a rural area and also it is very close to my village. I also know the school and many of its teachers since my childhood. Knowing the place and its people enabled me to analyze the state of language teaching more effectively. After I collected the recommendation letter from the English department office, I visited the school. In the school, I met with the school's Headmistress and with her permission, I conducted three classes and also three class observations.

### **3.2 Selecting a Facilitator**

The Headmistress of the high school was my facilitator. She gave me permission to teach and observe classes and also she provided me with all the information about the school from the start. She introduced me to the teachers. She also provided me with mental support which I needed to complete my first actual teaching experience.

### **3.3 Selecting classes**

After consulting with the Headmistress and the English teacher Muhammad Ali, I chose English classes of two different grades (class 7 and 9) to observe and conduct classes. My aim was to diversify my experience and also to find out the distinction in the class environment, teaching method, teaching approach, and students'

ability to comprehend. I also wanted to see how the age difference affects the teacher and the teaching method.

### **3.4 Data collection method of class observation**

I observed three classes, conducted by two different English teachers. Two of the three classes were about English grammar from class 9 and the last one was about general English from class 7. My observation of these classes aims to discover:

- Teacher's teaching method.
- Environment of the classroom.
- Teacher's execution of lesson plan.
- Utilizing study materials
- Student's engagement level in the class.
- Student's ability to understand the lesson.
- Activities are given by the teacher to the students.

### **3.5 Conduction of classes**

Three classes were conducted in two different grades (class 7 and 9). There were two English grammar classes and one general English class. The main purpose was to experience teaching the English language in a real classroom as an actual teacher. I tried to use different teaching approaches along with the traditional teaching method used by other teachers.

### **3.6 Data analysis method**

For the data analysis I followed specific instructions provided by my supervisor. I gathered data and then analyzed my overall finding to reach the final conclusion.

## Chapter 4: Institution details

<b>General details</b>	
Name	Betal Bohumukhi High School
Location	Betal, Katiadi, Kishoreganj
Time of Establishment	1972
Number of Campus	1
Headmistress	Aleya Ferdous
Total Students	604
Male Students	288
Female Students	316
Number of Teachers	13
Dress Code	Boys: White half sleeve shirt with black full pant. Girls: Half or quarter sleeve green frock (long) with long white scarf
Playground	It has a playground with a big combined playing field. Previously it had two playgrounds that were combined into one.
Library	Surprisingly the school has a moderately big library.
Multimedia	The school has a fully functional multimedia or computer lab. The computer has 17 laptops, 2 desktop computers, and 2 projectors.
Canteen	There is no dedicated canteen in the school.
Transport	The school does not have any transport system.

### **Economic Issues**

This is a Semi-government educational institute. Which means that the half of its financial support came from the government. Specifically speaking, the government gives 100 percent of the basic salaries to the teachers. Other financial support came from exam fees and monthly tuition fees.

<b>Cultural Issues</b>
Every year this high school holds different social and cultural events. For example, rally on 21 <sup>st</sup> February, a seminar on different cultural events like Independent Day, Victory Day, etc.
<b>Social Issue</b>
Most of the students of the high school come from lower and lower-middle-class families. Approximately 28% of students are from middle-class families and the rest are higher or higher middle class.
<b>Extra-curricular Activities</b>
This school also hosts various extra-curricular activities like the yearly sports competition, debate, Inter School Football Tournament, etc.

## **Chapter 5: Class Observation Report**

According to the instruction provided by my supervisor, I observed three classes. One class from class 7 and the other two from class 9. Through my observation, I have discovered that the size and the classroom environment were adequate. There were enough windows to utilize the daylight and also enough electric fans for students' comfort. The traditional benches in the classroom were made out of wood. Each bench can hold up to 4-5 students. Male and female students were instructed to sit separately in different columns. However, none of the classrooms had any kind of setup to conduct a multimedia class. Except for the multimedia lab which is rarely accessible for students.

### **5.1 – First class observation**

After getting the permission from the Headmistress, I attended the English class of 7th-grade students. The class started at 10:20 am. The class was taken by Tamanna Akter. I entered the class with her on time. Students stood up and greeted the teacher. After entering the classroom, she introduced me to the whole class very briefly. Then she encouraged me to say a few words to the students about my project and why I am there. It was like a self-introduction. I explained myself and my purpose as simply as possible and then I set with the students in the fifth row to observe the whole class. 82 students were present in the classroom. This was their first class, so the teacher took their attendance first. After the attendance, she started her class by asking the students to show their previous homework. Less than fifty percent of students were unable to show the homework. Instead of getting upset or angry, she patiently asked the students to write their previous homework and the new homework together and bring them the next day. After the homework session, she introduced to the students the class topic. The class topic was about learning new vocabulary. For the lesson, the teacher used the Government issued English textbook for class 7. She also used a whiteboard, black marker, and duster as teaching material. She wrote down each English word and said it out loud and then she explained the word meaning in their native language Bangla. She instructed the students to repeat after her loudly. Her intention was to make students memorize the vocabulary. In my observation, I saw a group of students not paying attention to the

class when the teacher was teaching in the class. The teacher repeatedly scolded them for their side talk and told them to pay attention. Throughout the whole class, the teacher tried her best to hold students' interest in the lesson. Although it was an English class, she mostly used the native language Bangla or in another word L1. The use of L1 in an English class was done intentionally. Because of her use of L1 in the classroom students were able to understand the lesson more easily but the long-term effectiveness of the lesson is questionable. She ended the class with another homework on the vocabulary from the textbook.

## **5.2 – Second class observation**

My second observation was with class 9, on 22/03/23 from 12:40 pm to 1:25 pm and the class topic was the active and passive voice from the English 2<sup>nd</sup> paper textbook “English Grammar and Composition.” The class was conducted by a senior English teacher name Muhammad Ali. The class started at the scheduled time. Approximately 27 students attended the class. Although the total number of students was much higher on paper. After the teacher entered the classroom, all of the students stood up and greeted him. He introduced me to the whole class. I took a sit in the middle of the classroom. The teacher started his class by asking some of the students about their day and told a funny joke to the whole class. This approach of him worked like an icebreaking session. Students looked cheerful and also energetic. After that, he dived into his lesson plan. He started his lesson with the basics of voice, like definitions, and types of voice. He utilized the textbook, whiteboard, and maker to teach the lesson effectively. To explain the grammar rules, definitions and give example more easily, he used L1. The example was given in English but the explanation and further discussion were given in L1. There were some students who weren't properly paying attention to class and were also side-talking. But the teacher quickly addressed their behavior. He separated the group and instructed them to sit on different benches. This controlling method was very useful because, for the rest of the class, they didn't interrupt. Toward the end of the class, the teacher wrote down some sentences on the whiteboard as an exercise. He asked the students to try to change those sentences from active to passive. Half of the students did fairly well, more than 50% of their answers were correct. And for the rest of them, the teacher explained the correct answers. The teacher ended the class with a recap of the whole lesson and also gave his students some

important notes on the topic. He also told his students to memorize the definition and the rules.

### **5.3 – Third class observation**

My last class observation was with the same class as my previous observation (class 9). The class was conducted by the same English teacher, Muhammad Ali. In this observation, I entered the classroom early and took a sit at the last bench. From my previous observations, I found that the students at the end were less attentive and more likely to side talk inside a class. So, I wanted to see this in action. The teacher entered the classroom on time. Students stood up and greeted him as usual. The teacher started his class with a short but funny story. The incident in that story was from his school life. The story was actually very funny and all of the students were laughing. This was the same ice-breaking technique he used in his previous class with a joke. After finishing his little story, he started the class by giving the students a similar exercise on the topic of the previous class. He used the whiteboard and marker to write down some sentences and asked the students to change them from one voice to another. He gave them 10 minutes to complete the exercise. After the specified time, he started checking the answers. After checking most of the student's answers, he announced his lesson plan for the day. The class topic was the same as the previous class. He decided that this class will be a follow-up class on the previous topic because the student's level of understanding of the topic was unsatisfactory for him. He started explaining the grammar rules more comprehensively. He also provided the students with more examples and explanations. After explaining everything he took a simple test on the topic. Still, there were some students who failed to answer correctly. Instead of getting at least a little bit disappointed, he addressed the error specifically and explained them individually. He was very patient with his students. The scheduled time for this class was 50 minutes but he took more than one hour for this class. He concluded the class with some homework on the same topic. The use of language was the same as in the previous class. L1 was used most of the time and L2 was used only for the written example. He even translated the English sentences used in the examples for the sake of comprehension. The dedication of the teacher surprised me the most. It was a wonderful experience.

## **Chapter 6: Teaching Experience**

Three classes were conducted by me from 02/05/23 to 07/05/23 at Betal Bohumukhi High School. To conduct the classes, I took permission for the Headmistress of the high school first. With her approval and help from the English class teacher Muhammad Ali, I prepared a lesson plan and successfully conducted three classes (class 7 & 9).

### **Teaching Experience 1**

#### Class 1

Lesson Plan no “The Frog and the Ox”

Class: 07

Date: 02/05/23

Duration: 45 minutes

	Lesson segment	Duration
01	Introduction	5/7 minutes
02	Reading and Explaining the story	25 minutes
03	Group activity	10 minutes

#### **Class summary**

I entered the classroom with the class teacher Tamanna Akter. Students showed their respect by standing up. The teacher informed the students that I am going to take their class today instead of her. I looked at the students and I saw their eyes filled with curiosity. Which obviously made me a bit nervous. This was my first actual teaching experience. Although I felt a bit of nervousness at first, it soon transformed into excitement



when I started my class by asking students to introduce themselves. One by one everyone introduced themselves by telling their name. I saw genuine excitement in their eyes. Which allowed me to overcome my nervousness. After the introductory part, I told them my lesson plan for the class. I asked them to open the book and go to a specific page. I also collected a textbook from their teacher. I read the whole story to them line by line with translation. I told them to pay attention to some words which I repeated twice. I also explained some important words which will come into play later in the group activities section. It was a very short story. I spent almost 25 minutes reading and explaining the meaning. After that, I divided the student into groups for a group task. Each group had 4 members. I asked them to complete a vocabulary task given in the textbook. For this task, they had a table in the textbook containing some words with their meaning. This task asks them to match the words with the rearranged meaning. I gave 10 minutes for this task. After 10 minutes I wrote down the answers on the whiteboard. Most of the students were surprised to see that 80% of their answer was correct. I concluded the class by giving them a homework from the textbook.

## Teaching experience 2

### Class 2

Lesson plan “Tense”

Class: 09 (B)

Date: 02/05/23

Duration: 45 minutes

	Lesson segment	Duration
01	Introduction	06/08 minutes
02	Topic discussion and practice	30 minutes
03	Short exam	10 minutes

### Summary

I entered the classroom with the class teacher of class 9, Muhammad Ali. The student stood up and gave us Salam. There were 23 students in the classroom. The teacher informed his students that instead of him I am going to conduct their class. Students seemed a bit confused, shy, and also curious. So, I shared the reason behind my arrival. They already knew about me from the previous class observations. So, I started the class by asking their name and their hobbies. I also made some funny jokes to uplift the mood of the class. My aim was to employ some kind of ice-breaking session before class so that students feel more comfortable in my class. Then I shared the topic of the class “tense” from the English second paper. They already had some idea on the topic but their class teacher insisted me to take a class on this topic. So started the class with the definition and rules but instead of making students memorize everything just for the exam, I focused mostly on making them understand the underlying principles of each tense. While explaining the rules, I provided them with multiple examples for each one. I used the whiteboard

and maker to write down the rules and examples for more efficiency. I also questioned some students immediately after clearly explaining the rules with examples. But when some of them failed to answer correctly, I calmly addressed their error and explained to them the correct answer. I allowed them to make mistakes because I wanted to find out their weakness specifically. This way, I would be able to explain more effectively. I also made them practice after I finished my explanation. This topic discussion and practice took approximately 30 minutes. After that, I handed them some printed question papers on the topic, which I prepared a day before. This was a surprise short quiz for the students. I gave them 10 minutes to complete the quiz. I collected the question papers after the specified time and concluded the class by giving them some homework from their textbook.

### **Class Experience 3**

#### Class 3

Lesson plan no “Part of Speech”

Class: 09 (B)

Date: 07/05/23

Duration: 50 minutes

	Lesson segment	Duration
01	Quick quiz (tense)	10 minutes
02	Topic discussion and practice	30 minutes
03	Q&A session	10 minutes

#### **Summary**

My final class experience was a special one. At the scheduled time, I entered the classroom students greeted me as usual. Upon entering the classroom I saw a bit of curiosity in their eyes. That’s because their class teacher wasn’t with me. Muhammad Ali, the English teacher of class 9, suggested I take this class all by myself. Without any supervision. I felt a bit of nervousness before entering the classroom. But after entering the classroom and seeing their familiar faces, I said to myself that there is no need to get nervous, I observed two of their classes and also taught them for 45 minutes in the previous class, I can do this. There was no introduction segment for this class because I already took their introduction in the previous class. I started the class by announcing a short exam on “tense”, this was the topic of my previous class. For the announcement, I didn’t use the word exam. I called it “Quick Quiz” because psychological study shows that different words influence our brain differently, two different words with the same meaning can have different effects on our brain depending on the situation. So, I wanted to

see their response by not uttering the word exam. I distributed the printed question papers and instructed them to finish the quiz within 10 minutes. After collecting their question papers, I started discussing the class topic “Part of Speech” from their English second paper. I employed a different method of teaching for this class. Their class teacher informed me before that his students had a basic idea about parts of speech. So, I picked a few students to teach different parts of speech to the whole class. Some students agreed to teach voluntarily they were very excited. After each discussion, I summarized it for the whole class again in a very concise manner. I was very vigilant about the discussion conducted by students because some of them made a few mistakes while explaining their topic. But I immediately corrected them and explained to them why they were wrong. I spent approximately 30 minutes on the topic with this new approach. After that, I encouraged everyone to ask any question about the topic. Only two students asked some questions. Before ending the class, I gave them some advice to improve their proficiency in English.

## **Chapter 7: Overall Finding**

Three classes were observed and conducted by me for the requirement of the project paper. I have discovered some interesting facts and flaws during the observation and conduction of the classes which are given below:

### **7.1 Classroom Environment**

The high school has two different buildings one is old and the other one is new. The classroom environment of the old building was not that good. The rooms looked rusty and bleak. The painting in the classrooms was very old and faded. Most of the electric fans were old, weak, and slow. Some of the corner classrooms were a little dark. But the classrooms of the new building were the polar opposite of the old one.

### **7.2 Lesson Plan**

The lesson plan of the teachers was traditional. They divided the class time in a good way, but the execution was average due to a lack of training. The Objectives of the lesson may look satisfactory and achievable in the classroom or on the answer sheets but in real-life situations, the objectives of the lesson are hardly achievable through their lesson plan.

### **7.3 Teaching method**

For the most part teachers used a traditional teaching method known as GTM or Grammar Translation Method. In the English second paper class, they first taught the structure and the rules of the topic and then provide some textbook or real-life examples. They also used L1 to translate the definitions and sentences and expected students to understand and master the language of English. They teach to pass the examination. Their teaching method only involved the development of writing and reading skills.

#### **7.4 Classroom management**

The classroom management was adequate. The classes always started on schedule. Teachers also entered the classroom on time. Most of the teachers at the school were punctual. Their distribution of time in their lesson plan was also satisfactory.

#### **7.5 Use of language**

Teachers primarily used L1 (native language) in the classroom. They rarely spoke anything in English (L2). Which is really strange for an English language class where students are supposed to learn English.

#### **7.6 Use of material and technology**

Teacher used a whiteboard and black marker to teach the students. Although the school has a multimedia lab that consists of 17 laptops, 2 desktops, and also 2 projectors. But the general classes are not capable of conducting multimedia classes. And the computer lab is rarely accessible by ICT class. As a result, the students are unable to learn visually. Which is a massive flaw.

#### **7.7 Findings from conducting classes**

Students look a bit confused, curious, and shy at the beginning of the classes. But breaking the ice between them was enough to make them cheerful or energetic. I noticed that students became bored when I use only the GTM method. Which made them less attentive. But when I mixed it with another teaching approach (CLT) they started to engage with the class more.

## **Chapter 8: Recommendation**

According to my observations and conduction of three classes I believe there are several critical areas that could be improved. Some recommendations are given below.

- The school authority should make digital technologies more accessible for the students. Especially the multimedia classroom to enhance student's learning speed and effectiveness. They should reconstruct their classrooms to make them capable of taking multimedia classes.
- They should consider renovating their old classroom. Because it looked more like a haunted house than a classroom.
- The school already hosts events like debates. But there are no English debating competitions. They should include this alongside their Bangla debating contests.
- Teachers should try to employ other teaching methods or approaches, instead of using only GTM.



## **Chapter 9: Conclusion**

In order to complete this project paper only one institution was inspected. My projected paper was written based on my class observation, conduction, and also the general information provided by the institute. Conducting an actual class was a new and unique experience for me. Observing 3 classes and interacting with the teacher was also a wonderful experience. In the process of making this project paper, I discovered some interesting facts and also some critical flaws in the teaching of the English language. The whole analysis was done on a high school situated in a rural area. That's because the primary goal of this project is to learn the current scenario of English language teaching in rural areas of Bangladesh and I believe that the project paper has successfully explored that.

## **Appendices**

Appendix 1: Class Observation Checklist

Appendix 2: Certificate of Internship

Appendix 3: Photographs

# Appendix 1: Class Observation Checklist

## Checklist 1

1

### Daffodil International University

Project on "The Current Scenario of English Language Teaching in Rural Area of Bangladesh"

#### Class Observation checklist 1

School: Beta) Bohumukhi High School

Teacher's Name: Tamanna Akter

Class: 07 Section: B No. of Students Present: 82

Course Title: English for Today

Peer/Observer: Anaf A Khoda

Date: 22/03/23 Time 10:20 - 11:10 am

#### Objectives of the lesson (as perceived):

- 1) Vocabulary
- 2) Memorizing and Understanding new words

#### Were the objectives achieved and to what extent (in your view)?

Yes, the objectives of the class were achieved. But in my point of view, students didn't understand the meaning ~~truly~~.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher showed her command and knowledge of the subject matter. She explained each word with some good examples

2	<p><b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>Her lesson plan was well organized. She was punctual. Her lesson was in accordance with the exam syllabus</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>She was able to hold the interest of the student. She was also very interactive with her students.</p>
4	<p><b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>Her teaching method was traditional. She used G.T.M. White board, and marker and text book was her teaching aid and material</p>
5	<p><b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation and standard English)</p>	<p>Her presentation skill was good. She maintained eye contact with her students. She also has a clear voice</p>

**MANAGEMENT**

**Was the time Spent properly?**

Yes, the time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

checking the previous homework } Discussion and explanation of vocabularies } checking the students understanding.

**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Some students were side talking in the class. She scolded them and asked them to pay attention.

1

**Strengths observed:**

- Home work ~~maintain~~ maintenance

**Suggestions for improvement:**

- She should ~~an~~ improve her crowd controlling ability

**Overall impression of teaching effectiveness:**

Organized and mostly effective. She uses the ~~most~~ common teaching method so that everyone understand the lesson clearly.

## Checklist 2

1

### Daffodil International University

Project on "The Current Scenario of English Language Teaching in Rural Area of Bangladesh"

#### Class Observation checklist 2

School: Betal Bobumukhi High School

Teacher's Name: Muhammad ~~at~~ Ali

Class: 09 Section: B No. of Students Present: 27

Course Title: English Second Paper

Peer/Observer: Anaf - A - khoda

Date: 22/03/23 Time 12:40 - 1:25 pm

#### Objectives of the lesson (as perceived):

- 1) What is voice
- 2) Different types of voice
- 3) Topic discussion, example and practice

#### Were the objectives achieved and to what extent (in your view)?

Yes, the objectives of class were ~~achie-~~  
-ved.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher discussed the topics in a simple manner. He showed mastery of the subject by providing <del>real</del> real life example,

2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	His organization of the lesson plan was outstanding. The class <del>started</del> started and also ended on time.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher <del>was</del> tried to keep students attentive by his friendly behavior. He also employed different technique to keep students energetic.
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The Teacher use the traditional or T.M me heavily on the class. He also utilized white board, marker and occasionally the text book to teach the students.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation and standard English)	His ability of presenting the a lesson was incredible. His voice was strong and loud. He always maintained eye contact with the students.

2

**MANAGEMENT**

**Was the time Spent properly?**  
 - Every seconds of his class time was properly utilized.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)

- 1) Basics of the voice, definitions,
- 2) Explanation of each different types and concepts, example
- 3) Practice session.

CRITICAL EVENT (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

- A group of students weren't paying attention to the class. So, in order to control them he separated the group and instructed them to sit in different benches.

Strengths observed:

- Effective crowd controlling method.
- Sense of humor.
- Experience.

Suggestions for improvement:

- Use of other teaching methods and approaches will improve the improve the students English proficiency.

Overall impression of teaching effectiveness:

Teacher's way of teaching is very much effective. He is very ~~dedicated~~ dedicated and passionate about his work.



### Checklist 3

1

#### Daffodil International University

Project on "The Current Scenario of English Language Teaching in Rural Area of Bangladesh"

#### Class Observation checklist 3

School: Betal Bohumukhi High School

Teacher's Name: Muhammad Ali

Class: 09 Section: B No. of Students Present: 29

Course Title: English 2nd paper

Peer/Observer: Araf - A - khoda

Date: 23/03/23 Time 12:40 - 1:25 pm

#### Objectives of the lesson (as perceived):

- ▷ In depth discussion of passive voice
- ⇒ ~~was~~ Understanding every rules and examples.

#### Were the objectives achieved and to what extent (in your view)?

Yes, the objectives were achieved in the class.

S/N	Review Section	In what ways? ( Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Teacher showed his mastery of the subject by discussing the topic in depth.

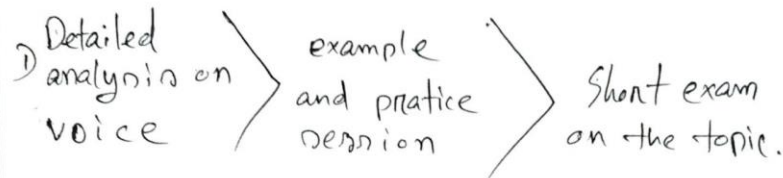
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points. meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The teacher's organization of the class time and lesson plan was impressive. He conducted his classes on schedule.
3	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	Teacher was able hold students interest very easily and effectively. He utilized his sense of humor to keep students active.
4	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The Teacher used a method called GTM in his class. He also encouraged students to ask question. He was open minded, he allowed students to make mistake and corrected them.
5	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation and standard English)	Teacher had a strong but soothing voice. He always maintained eye contact with students.

#### MANAGEMENT

Was the time Spent properly?

Yes, the time was spent properly.

What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)



**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

No, there was no critical event.

**Strengths observed:**

- Effective crowd controlling technique.
- Commitment toward teaching

**Suggestions for improvement:**

- Implementation of different teaching methods and approaches will improve students learning proficiency.

**Overall impression of teaching effectiveness:**

Overall, the teacher conducted his class very effectively. Students of his class was energetic throughout the whole class because of his clever utilization of some techniques.

## Appendix 2: Certificate of Internship



## Appendix 3: Photographs

Figure 1 & 2: Teaching experience



Figure 3 & 4: class observations

